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ABSTRACT

The development of a Mental Health Technology Program at Middlesex Community College is proposed. The 2-year program would train the student to become a middle-level generalist in the field of mental health with special abilities as a communicator. On successfully completing the program, the student would receive an Associate Degree in Mental Health Technology. The sections of the proposal are: 1. Purpose of the Program (Major Objectives, Job Performance, Specific Agencies to Be Served); 2. Need for the Program; 3. Program Design (Curriculum, Course Descriptions); 4. Clinical Affiliations; 5. Potential Enrollment; 6. Similar Programs; 7. Faculty Requirements; 8. Physical Plant and Equipment; 9. Cost Analysis; 10. Cover Letter and Attachments. (DB)

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A PROPOSAL TO THE

MASSACHUSETTS BOARD OF REGIONAL COMMUNITY COLLEGES

FOR A NEW OCCUPATIONAL PROGRAM

by

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ASSOCIATE DEAN

MIDDLESEX COMMUNITY COLLEGE

BEDFORD, MASS. 01730

JC 740 388

A PROPOSAL TO THE

MASSACHUSETTS BOARD OF REGIONAL COMMUNITY COLLEGES

FOR A NEW OCCUPATIONAL PROGRAM

College: Middlesex Community College, Bedford, Mass. 01730

Program Title: Mental Health Technician
Projected Starting Date: September 1974
Day x Evening
Certificate
Associate Degree x

SPECIAL NOTE(1)

A. The planning approval for this program was granted by the Board of Higher Education at its' meeting of April 21, 1972.

B. The College has received Grant 1T41 MH 13055-01 from the National Institute of Mental Health under PL 78-410 for $105,000 over a four-year period.

   1. Approval for submission of the above grant proposal was granted by the Commissioner of Administration, December 27, 1971.

   2. The State is not obligated to continue this program should federal funds cease.

C. Future graduates of this program have virtual assurance of employment in the field (see Section II, paragraph A).

(1) The form of a proposal is fairly well established by the Masschusetts Board of Regional Community Colleges. There is no place in the forms where the information under SPECIAL NOTE could logically be included. Each point is a strong positive argument so I decided to ignore the prescribed format at this point and place these items on page 1.

The conclusion this proposal writer reached is that no one is going to be good and kind to him, and no one is out specifically to knife him in the back, so his approach should be to prepare the most honest, documented, irrefutable proposal possible under the reigning circumstances. What follows is the result.

INTRODUCTION

In order to award an Associate Degree in any particular field, a Community College in the Commonwealth of Massachusetts must receive permission from the Board of Higher Education of the Commonwealth. It is one of the functions of the Board of Higher Education to see to it that there is not an over-proliferation of similar programs within any one commuting area. In the case of Middlesex Community College in Bedford, Massachusetts, the College is convinced that there are no competing programs and that it is perfectly valid for the College to operate such a program. I base this conviction on the belief that my survey and research has indicated that (1) approximately 25 Mental Health Technicians (I hope we can eventually call them Mental Health Associates) can be placed each year in Middlesex, Norfolk or Suffolk County and (2) there is an annual pool of high school graduates who are both qualified for and interested in a para-professional career in Mental Health and that this pool contains not only graduates of the most recent June, but also a substantial number of adults wishing to enter the field, and mental health orderly assistants and aides wishing to up-grade skills, responsibilities and salary.

However, the problems of wanting a proposal designed to result in authorization to award an Associate Degree in any field are compounded by the fact that the proposal is not submitted directly to the Board of Higher Education but first through the Massachusetts Board of Regional Community Colleges. This Board has the responsibility of studying the proposal and making its recommendations to the Board of Higher Education. The Massachusetts Board of Regional Community Colleges is open to receive such program proposals from fifteen State Community Colleges. Some of these may well be in actual competition one with the other. Thus, in writing such a proposal, the author must always consider the possibility that he is directly competing for authorization with a neighboring Community College. He also must be aware that the State Colleges and the University of Massachusetts have suddenly entered the arena of Adult Continuing Education following the trail blazed by the upstart Community Colleges and that,because of their authority to award bachelors and higher degrees, have a distinct marketing advantage over the Community College. As the State College and University program approval documents do not go through the Community College Board, there is virtually no chance that a program proposal centered in a Community College will have any indication that a State College or University is planning a similar program.

Finally, in this particular case the proposal center will later request funding from the Division of Occupational Education of the Massachusetts Board of Education. He knows his program is designed primarily for adults (defined as students whose full-time occupation is other than education, in this program) because this is where the need and demand is. He also knows that the fund-awarding agency has about one million dollars to award to post-secondary programs (defined as post-high school programs) in which the full-time occupation is that of student vs about $100,000 for adults.

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I. PURPOSE OF THE PROGRAM

A. Major Objectives

The key objective of this proposed program is to develop in two years a pre-professional mental health worker with an Associate degree in Mental Health Technology who will be trained as a middle level generalist in the field of mental health with special abilities as a communicator. He/she will be prepared to work as an individual or as a member of a team. In either case, he/she will function under the supervision of a mental health professional in such agencies as community mental health centers, mental hospitals, the psychiatric arms of general hospitals, exceptional child educational programs, half-way houses, day care centers, out-patient facilities, family agencies, rehabilitation centers, medical school complexes and research institutes. The program will be open to recent high school graduates of either sex as well as to older members of the community.

This program is particularly appropriate as an offering at Middlesex Community College because:

1. The Massachusetts Board of Regional Community Colleges has requested that Middlesex Community College emphasize programs in the health related professions

2. The college is located on the grounds of a large and cooperative psychiatric hospital (Veterans Hospital, Bedford, Massachusetts)

3. The college was requested by prominent local psychiatric hospital (McLean Hospital) to develop the program

4. The college is surrounded by a cluster of ten mental health facilities and agencies all of whom are cooperating with the college in its program

5. The program fits into the long range plans of the college to emphasize those career programs (especially in health related areas) for which there is a clearly identified market demand and clearly identified student demand

6. The program meshes with the community college philosophy of serving a wide range of ages within the community.

B. Job Performance

The successful graduate of the program will be a pre-professional who is both a generalist and a communicator in the field of mental health. It is expected that training in specialties will take place "on the job". The college expects the graduate will be prepared to:

1. Fill vacancies at the pre-professional level in mental health agencies awaiting non-available professionals.

2. Fill existing personnel needs at the pre-professional level in a variety of mental health agencies in such areas as community work, rehabilitation, psychology, social work, nursing, child care, etc. with a minimum of specialized on-the-job training.

3. Function as:

   a. A group leader
   b. A support between therapist and patient, supplying a one-to-one contact over an extended period of time.
   c. Liaison and follow-up between patient, family and community resources.
   d. Emergency evaluation
   e. Intake worker; establishing rapport.
   f. Individual and group counselor.
   g. Case investigation.
   h. Interpreter of community needs.
   i. Model of a normal person in half-way houses, day care centers, in-patient facilities, etc. providing contact between society and the patient.
   j. Gatherer of information about the patient often missed in the brief patient-therapist interview.
   k. Be a communication bridge between the specialized professional and the patient.
   l. Teaching public relations: alcohol, sex education, VD, mental health careers, etc. in schools, to jail personnel, to organizations and groups of general public interested in mental health and mental retardation.

4. Help to meet the shortage of mental health workers in the Greater Boston area. This need has been expressed by the Department of Mental Health of the Commonwealth of Massachusetts, by several community mental health organizations and agencies, by psychiatric hospitals, by general hospitals, by health centers in the urban ghetto areas, by sheltered workshops, by child guidance centers, by schools working with retarded children.

5. Be acutely aware of his pre-professional role and of the possible threat this new type of worker may create in the minds of both sub-professionals and professionals.

6. Use effectively the knowledge, abilities, skills and attitudes he has acquired:

   a. Knowledge

      (1) Man's biological position in the universe
      (2) Man's position in his social environment
      (3) The functions of the human mind and body
      (4) Types of therapy used in the treatment of mental illness
      (5) Types of medication used in psychiatry, cumulative effects of drugs, and signs of toxicity
      (6) Aspects of preventive psychiatry
      (7) Concepts of Epidemiology of Mental Illness
      (8) The role of environment in mental illness and/or mental health

b. Abilities

(1) To recognize relationship between behavior and consequence of continuing the behavior
(2) To respond in such a way as to increase or decrease the strenth of behavior
(3) To respond to patients with empathy and warmth in order to facilitate therapeudic progress
(4) To understand the conversation of professionals in a mental health setting.
(5) To communicate knowledge about behavior
(6) To relate to patients, staff, professionals and others in a mature and professional manner.
(7) To deal maturely with a variety of institutional settings
(8) To tolerate ambiguity of role and professional rivalry

c. Skills

(1) Basic
  (a) Interviewing
  (b) Sensitivity
  (c) Establishing a rapport

(2) Specialized
  (a) Leadership
  (b) Problem Solving
  (c) Decision making

  (d) Knowledge of psychopathology - family relationships; types of therapy
  (e) Interpretation

(3) Supplementary Skills (opportunities for developing these are available at the College - now offered for other programs)
  (a) First Aid
  (b) Clerical
  (c) Financial advising

d. Attitudes

(1) Respect
  (a) The realization of the infinite worth of a human being (as applied to client, co-workers, others)
  (b) The realization that the client is an individual
  (c) The realization that the client is a product of his environment and his heredity.
  (d) The realization that judgmental attitudes prevent one from keeping an open mind
  (e) Patience and diplomacy with clients or patients, family, professionals and others
  (f) The prevention of exploitation of the patient

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(2) Professional Ethics
  (a) Confidential information
    i. Assessing and evaluating
    ii. Use of, as a member of the psychotherapeutic treatment team
    iii. Keeping this information within walls of institution
    iv. Sanctity of the individual
  (b) Treatment team
    i. Conferences
    ii. Inter-agency relations
    iii. Preprofessional image - proper handling of gifts and gratuities; diplomacy

(3) Mental Illness
  (a) Realization that mental illness is but a deviation from the normal
  (b) Realization that the severely disturbed are still persons with feelings
  (c) Enthusiastic and optimistic attitude toward work in mental health as a valuable way to spend one's life

C. The following specific agencies will be served:

1. McLean Hospital, Belmont, Mass.
2. Veterans Hospital (Psychiatric), Bedford, Mass.
3. Walter E. Fernold State School, Waltham, Mass.
4. Concord Area Comprehensive Mental Health Center, Concord, Mass
5. Gaebler Children's Unit, Metropolitan State Hospital, Waltham, Mass
6. Metropolitan-Beaverbrook Community Mental Health Center, Waltham,
7. Mystic Valley Mental Health Center, Lexington, Mass.
8. Dr. Harry C. Solomon Mental Health Center, Lowell, Mass.
9. Metropolitan State Hospital, Belmont, Mass.
10. Beaverbrook (Child) Guidance Center, Belmont, Mass.
11. Other psychiatric hospitals and community mental health agencies more distant from the college.

II. NEED FOR THE PROGRAM

A. If our plans proceed according to schedule, we will select 25 students for the program to begin in September 1974. We estimate that 20 students would be graduated in June 1976. We have virtual guarantees of placing the graduates of this program.

1. The Veteran's Administration (Psychiatric) Hospital in Bedford has informed us that they will take at least 15 of our graduates each year. They further state that they would enter at level GS-6 whose current salary range is $7727-$10,049 and that their maximum potential as Associate degree technicians would be GS-11 ($12,615 - $16,404).

2. The McLean Hospital (a division of the Massachusetts General Hospital), Belmont, Massachusetts, has stated that it will employ, in June 1974, at least 10 of our Associate degree graduates. Based on their current salary scale, the director of personnel of the hospital has indicated that if they were employing such paraprofessionals today, their salary range would be $6,520 to $8,840. They have also informed us that they now have a turnover among their paraprofessional staff of from 70 to 80 a year and thus feel confident that they will be willing and able to employ a substantial number of graduates annually.

3. The Concord Comprehensive Mental Health Center, Concord, has stated that they would undoubtedly employ some such people, but could not estimate a number at this time.

4. Survey

We sent a brief survey form to 49 psychiatric hospitals, general hospitals with psychiatric departments and other mental health facilities in Middlesex County (population 1,400,000) and asked:

a. Do you envision general need and a local need for Mental Health Technicians who are at least graduates of Associate degree program?

b. Do you believe your institution would employ one or more trained Mental Health Technicians?

We received 30 responses, with the following results:

	Yes	No	Probably	Doubtful
Need For	22	7	1	0
Would Employ	15	6	3	6

5. The Commonwealth of Massachusetts has recently created four sub-professional state civil service classifications for mental health workers. The fourth classification, "Community Mental Health or Mental Retardation Technician or Associate" (Job Group 12 - starting salary $7,389) requires the Associate degree or equivalent. These positions have not yet been funded. The federal government has also created a job slot in its civil service for mental health technicians and is hiring graduates for its Veterans Administration programs.

B. Identification of Sources of Above

Information is contained in the corresponding paragraphs (A1, A2, A3 and A4 above)

III. PROGRAM DESIGN

Sources of curriculum information used were:

A. Roles and Functions For Mental Health Workers Southern Regional Education Board, Atlanta, Georgia December 1969.

B. Plans For Teaching Mental Health Workers: Community College Curriculum Objectives, Southern Regional Education Board, Atlanta, Georgia, February 1971.

C. The Performance of Paraprofessionals In The Mental Health Field, Gartner & Riessman, New York University, July 1971.

D. Community College Mental Health Worker Programs in the South, Southern Regional Education Board, Atlanta, Ga., April 1971.

E. Employment Opportunities in the Community For Mental Health Workers, True et al, unpublished, mimeographed, Purdue University, August 1971.

F. Review of Associate Degree Programs For Training Mental Health Technicians, Lubetkin, A.F., Unpublished, Laboratory of Community Psychiatry, Harvard University,1968

G. The Community College In Mental Health Training, Southern Regional Education Board, Atlanta, Ga., April 1960.

H. A Survey of Associate Degree Programs For Mental Health Technicians, Wellner and Simon.

I. The Mental Health Technician: Maryland's Design For A New Health Career, Vidauer, R.M., 1969.

J. "An Associate of Arts Program For Training Mental Health Associates," Kierland, S.H., American Journal of Public Health, June 1970.

K. A Statewide Survey of Community Needs for Mental Health Technicians, Wellner, A.M., Baltimore, Md.

L. On-site visitation and consultation with Dr. John E. True, Assistant Professor of Medical Psychology, The Johns Hopkins University School of Medicine.

M. On-site visitation with Dr. Ralph Simon, Chief, Experimental and Special Training Branch, National Institute of Mental Health, Rockville, Md.

N. Frequent consultation with the professional staff at McLean Hospital and Veterans (psychiatric) Hospital.

O. Occasional Consultations with other local agencies, Dr. George H. Grosser, Assistant Commissioner (Dept. of Mental Health) for Training, Planning and Research; Dean Jacob Padgug, Greenfield Community College.

P. Summary Analysis of National Survey (of Associate Degree Programs in Mental Health), True, J., and Young, C., Center for Human Services Research, The Johns Hopkins University School of Medicine, Baltimore, Md., Oct. 1971.

CURRICULUM

First Semester

Title	Hours Per Week	Credits
* General Psychology (a)	3	3
*Introduction to Sociology (a)	3	3
*Anatomy & Physiology I (a)	5 (b)	4
*English Composition & Literature I(a)	3	3
Principles of Mental Health (1)	3	3
Mental Health Practicum I (1)	3	1
		17

Second Semester

*English Comp. & Literature II (a)	3	3
*Developmental Psychology I(child)(a)	3	3
OR		
*Developmental Psychology II (adolescent) (a)		
OR		
*Social Problems		
Professional Ethics(1)	1	1
Human Relations(1)	4	4
Anatomy & Physiology II (a)	5(b)	4
Mental Health Practicum II (1)	6	2
		17

Third Semester

*Social Problems	3	3
OR		
*Developmental Psychology I(child)(a)		
OR		
Developmental Psychology II(adolescent)(a)		
Community Mental Health Resources (2)	3	3
Health Problems (2)	1	1
Mental Health Practicum III(2)	11	4
Elective	3	3
		14

Fourth Semester

Title	Hours Per Week	Credits
Pre-Professional Identification(2)	1	1
Mental Health Seminar (2)	3	3
Mental Health Internship IV (2)	21	7
Elective	3	3
		14

*General Education courses meeting the College's general education requirements.
(a) Courses now being offered (currently available to implement the program.)
(b) Includes two-hour laboratory period per week.
(1) Courses to be added to curriculum in first year.
(2) Courses to be added to curriculum in second year.

SUMMER

During the summer, between the second and third semesters, students will be placed in a job, approved by the Mental Health Faculty of the College, in a mental health facility.

The purpose here is not only to expand the "on the job" experience gained in the practicum experiences, but also to expose the student to the inexplicable realities thrust upon him in a real job. Further, it offers the opportunity mid-way through the program for the student to re-evaluate the depth of his interest and commitment to the field.

COURSE DESCRIPTIONS

EN 101 English Composition and Literature I 3 Semester Hours

An introduction to the theory and use of acceptable patterns of English. Writing skills and effective reading are stressed.

EN 102 English Composition and Literature II 3 Semester Hours

An introduction to the understanding of the major forms of literature: the short story, poetry, drama, and the novel. While emphasis is placed upon the appreciation of literature, the practice of writing analytical and expository essays will be continued.

SO 130 Introduction to Sociology 3 Semester Hours

A study of the principles governing the social life of man, social change, socialization, social institutions and social interaction.

SO 120 General Psychology 3 Semester Hours

A study of the basic foundations of psychology including learning, perception, problem solving, the nervous system, the sensory organs, motivation, emotion, personality, therapy, tests, measurement, child and adolescent development, and social psychology.

SO 155 Abnormal Psychology 3 Semester Hours

This course will cover the dynamics of personality and the causes, categories, and treatment of abnormal thought and behavior. Prerequisite: SO 120 or permission of the instructor.

SO 175 Developmental Psychology I (Child) 3 Semester Hours

A study of the physical, intellectual, social, emotional, and moral development of the individual from the point life begins through late childhood (twelve years of age). The subject matter will be approached by means of readings, lectures, discussions, contemporary films, speakers, group and independent study, and experience observing and participating in a child's environment.

SO 176 Developmental Psychology II (Adolescent) 3 Semester Hours

A study of the development of the individual from adolescence through youth, adulthood, aging and death. The subject matter will be approached by means listed above, except that the observation-participation experience will be with the age group under study.

SO 105-106 Anatomy and Physiology 3 lecture hours
2 lab hours
8 semester hours

A two-semester course involving the study of the body as an integrated system, control mechanism, metabolic processes, reproduction, fluid balance and stress will be considered. The course will be theoretically oriented.

SO 135 Social Problems 3 Semester Hours

A survey of the pressing social crises facing our civilization including urban, racial and globalization problems as well as economic and political revolutions of our times. The changing roles of institutions and individuals will be stressed.

Principles of Mental Health — 3 Semester Hours

To provide background information in the field of Mental Health, the student will be exposed to various schools of psychiatric thought and types of therapies which he can apply to his observation in the field. Psychodrama will be used. Emphasis will be on verbal and non-verbal communication between people.

Mental Health Practicum I — 3 practicum hours, 1 semester hour

Students will familiarize themselves with facilities involved in mental health care through observation in social agencies for 3 hours per week. Field trips will be made to observe town meetings, civil court sessions, police desks, alcoholism clinics, emergency rooms, child guidance clinics, mentally retarded classes, sheltered workshops, classes for emotionally disturbed children, community health centers, neighborhood and action programs, citizens committee meetings, and school committee meetings. Discussions based on observation will focus on sensitivity to the feelings of people with special emphasis on learning to observe non-verbal communications inherent in all inter-personal contacts.

Professional Ethics — 1 Semester Hour

Ethical and legal responsibilities to patients, families of patients staff and institutions.

Human Relations — 4 Semester Hours

This course is designed to increase the students' awareness of the importance of human relations to the field of mental health. Case analysis, interviewing techniques, and psychotherapeutic techniques will be included. The course will move from non-threatening to threatening situations.

Mental Health Practicum II — 6 Hours, 2 Semester Hours

The student, now with a general background, will be placed in various types of agencies and institutions to work with an employee of the agency. The field work will involve six hours per week divided into three-week blocks in the following settings: (1) with probation officer or welfare worker; (2) emotionally disturbed children facility; (3) custodial mental hospital; (4) community action agency; (5) McLean Hospital (psychiatric illnesses, alcoholism, drug addiction, geriatric psychiatric services, half-way house.)

Community Mental Health Resources — 3 Semester Hours

This course will acquaint the student with the public and voluntary agencies, study their structure, operations, power structure and methods of funding. Visits to agencies, attendance at their meetings and planning sessions will be arranged.

Health Problems — 1 Semester Hour

This course will emphasize human health problems particularly as they relate to mental health. Venereal disease, drug addiction, alcoholism, psycho-therapeutic drugs.

Mental Health Practicum III — 11 Hours, 4 Semester Hours

For eleven hours each week, probably confined to two days (six hours one day and five the other) in six-week blocks in mental hospitals and community mental health agencies. Students will have the opportunity, we expect, to select either an adult or child setting. Students will, under supervision, begin to be present in therapeutic situations.

Pre-Professional Identification — 1 Semester Hour

The purpose of this course is to help the student identify with the role of a paraprofessional in the health field and to learn more about vertical and horizontal "career ladder" possibilities, as well as develop an understanding of employment opportunities and techniques for applying.

Mental Health Seminar — 3 Semester Hours

This course will cover group dynamics and sensitivity training. It will relate directly to the students' experiences in his internship. It will attempt to make his internship more meaningful and valuable and to develop an increased degree of sophistication in dealing with people.

Mental Health Practicum (Internship) IV — 21 Hours, 7 Semester Hours

Twenty-one hours per week in the field operating as a functioning intern with a professional mental health worker. The student will function as a co-therapist, carry out home visits from agencies, patient support as a Mental Health Technician. Every effort will be made to rotate the student through a variety of professional departments.

NOTE: The College does not, at this time, invisage discontinuing any programs currently underway because of this program, but may reduce the number of students in Liberal Studies proportionately if necessary for budgeting reasons.

C. There are no certification or licensure requirements associated with this specialized field at this time.

D. Evaluation

We shall, of course, develop and use a formal Advisory Committee in the evaluation process.

1. Goals to be Measured:

The primary objective of this training program is to develop a pre-professional mental health worker who will be an effective middle level generalist in the field of mental health with special abilities as a communicator. Such a person will have potential for career advancement, will improve the quality of care given to patients, and increase the service provided to the community.

2. Process of Evaluation:

In order to measure whether or not the program is in fact achieving its objectives, it will be necessary to have an evaluation component which will provide quantitative measurements in the following areas:

a. The numbers of people who begin and complete the program with records of their qualifications prior to commencement of training as opposed to their qualifications upon completion of training.

b. How many people obtain employment in the mental health field after completion of training. How many of those who do, advance in their positions.

c. A systems analysis of factors that account for people enrolling and going through the training program.

d. Students, upon entering the program, will be required to agree to provide periodic reports of their opinions and attitudes so that it will be possible to gauge their subjective feelings and how they are influenced by the training which they are receiving.

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e. Supervisors will be required to make reports on trainees both prior to their entering training and during training. Thus, if a trainee was not living up to his potential, it would be possible to see if the training brought him up to potential.

f. Clinical chiefs will provide reports on quality of patient care so that it will be possible to monitor improvements resulting from the additional training.

g. The students will, upon enrollment, be required to agree to make periodic evaluations of the training program. This will help the staff gauge whether or not the trainees' opinions of the program correspond to staff's expectations.

Instruments for evaluation in these areas will be devised by an evaluation expert.

IV. CLINICAL AFFILIATIONS

A. Arrangements for clinical affiliation have been established with:

1. Metropolitan State Hospital, Waltham
2. Harry C. Solcman Mental Health Center, Lowell
3. Beaverbrook Guidance Center, Belmont
4. McLean Hospital, Belmont
5. Concord Comprehensive Mental Health Center, Concord
6. Gaebler Children's Unit, Waltham
7. Veterans Administration (Psychiatric) Hospital, Bedford
8. Walter E. Fernold State School, Waltham
9. Mystic Valley Mental Health Center, Lexington
10. Metropolitan-Beaverbrook Community Mental Health Center, Waltham

B. Details of the practicum arrangement are to be worked out when Middlesex Community College has appointed a coordinator for the program.

V. POTENTIAL ENROLLMENT

A. The college plans to enroll 30 students in the first class (September, 1974, and graduate 25 in June 1975.

	Freshman	Sophomore	Graduates
1974-75	30	-	-
1975-76	30	27	25
1976-77	30	27	25
1977-78	30	27	25
1978-79	30	27	25

B. There appears to be no problem as far as enrollment in this program is concerned. We have over 300 firm expressions of interest on file now. Both McLean Hospital and the Veterans Hospital expect to enroll their psychiatric aides on a continuing basis. The college will attempt to develop classes which represent, in terms of age-range, a cross-section of the employable age-range among the applicants.

The training coordinator of the Erich Lindemann Mental Health Center (Boston) has asked us if we would establish an extension center for this program at that facility for their sub-professional personnel. We are already offering one credit course in Continuing Education at McLean Hospital in Belmont and at the Veterans Hospital in Bedford.

The Veterans Administration Hospital has indicated that they are requesting funds to provide stipends for their people who hope to attend the program and to pay a supervisor to handle practicum experience.

VI. SIMILAR PROGRAMS

A. There is no institution within thirty miles of this college offering an Associate Degree Program in Mental Health Technology. The closest program is at Mount Wachusett approximately 40 miles away. This college graduated their first class in June 1972 totalling 20 students.

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VII. FACULTY REQUIREMENTS

A. For the first year the college plans to hire a Program Director who will also teach, one full-time faculty members, a summer supervisor and a ½ time secretary.

B. For the second year and thereafter an additional one-half time faculty member will be added.

C. Currently employed faculty will be able to handle all other courses and academic responsibilities of the course.

D. Program Director: Final selection of the program director has not been made. There follows, however, the unidentified vitae of one of the prime prospects.

Resume

Relevant Education:

B.A., Humanities, Claremont Men's College, California
A.M., East Asian Studies, Harvard University
Ph.C., Political Behavior and Public Health, University of Michigan
Ph.D., Political Behavior and Public Health, University of Michigan
(Pending final oral exam on dissertation)

Educational Awards:

Fulbright Fellowship
Behavioral Science Fellow, National Institute of Health
Teaching Fellow, University of Michigan

Relevant work experience:

Administrative Assistant, Congressman G.K Kasem (86th. Congress)
Seaman, U.S. Coast Guard
Teacher, Benaras Hindu University, Benaras, India
Teaching Fellow, University of Michigan
Ass't. Study Director (a teaching position for post-graduate students), Inter-University Consortium for Political Research, Institute for Social Research, University of Michigan
Research Assistant and the Consultant, Citizen Participation Project, Laboratory of Community Psychiatry, Harvard Medical School
Research Associate and Consultant, various research and consulting firms in Cambridge and Boston
Associate Area Director, Metropolitan-Beaverbrook Area (Metropolitan-Beaverbrook Mental Health Center), Massachusetts Department of Mental Health

Papers and Publications:

"Attitudes, Activities and Accomplishments of Types of Citizen Mental Health Boards," W.R. Meyers, D.K. Decker, et al. A paper presented at the American Psychological Association Annual Meeting, Sept., 1971
Area Boards in Massachusetts, W.R. Meyers, D.K. Decker, et al. Book to be published in 1973 by the Western Reserve University Press.
"Citizen Participation in Community Mental Health: Members' Evaluations of Massachusetts Area Board," Ph.D. dissertation by D.K. Decker.

VIII. PHYSICAL PLANT AND EQUIPMENT

A. Physical Space

No new spatial needs. The program does not require specialized physical facilities. All course work can be accomodated in classrooms the college presently occupies. In addition we have the use free of charge of classroom space at McLean Hospital and at the Veterans Administration Hospital.

The program will require one office for the director. This space is currently available.

Central Administrative Services related to this program will be handled by the current personnel.

B. Fixed and Non-Expendable Equipment

The college has consulted carefully with Dr. John E. True, initiator of the first Mental Health Technician program at Purdue University and now director of the Center for Human Services Research at the Johns Hopkins University, regarding equipment and supplies. The only fixed equipment required will be one Tape Recorder purchased in the first year and ten cassette records during the first year, ten during the second year and thereafter replacement as needed.

IX. COST ANALYSIS

A. New Faculty and Non-Professional Positions

1. See Budget

B. Building Modifications, Construction and Rental Fees

1. None

C. Fixed Equipment

1. None

D. Expendable Supplies and Equipment

1. See Budget

E. Instructional Material; Library-Media Additions

1. See Budget

F. Total First Year Costs

1. $41,115 (including a Federal Grant of $32,400)

G. Estimated Operational Cost per Student for the First Year: $1,370.00

H. Estimated Operational Cost per Student for the Fifth Year: $ 886.00

BUDGET

The program does not involve any additional maintenance or capital costs (except minor equipment items). We do not believe there will be any noticeable institutional overhead costs involved in the program; however, the National Institute of Mental Health has allowed us an 8% direct cost figure over and above the total of the grant.

BEST COPY AVAILABLE

Five-Year Budget For Mental Health Technical Program at Middlesex Community College

ITEM	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979
Personnel (including salary plus fringe benefits)					
Program Director (full time)	$16,577	$17,200	$17,200	$17,823	$17,823
Faculty Member (f.t.)	10,908	11,349	11,349	11,789	11,789
Summer Supervisor	2,200	2,200	2,640	2,640	2,640
Secretary(1/2 time)	3,190	3,190	3,476	3,476	3,476
Faculty Member (1/2 t.)	-	4,524	4,798	4,956	4,956
Sub-Total Personnel	$32,875	$38,463	$39,463	$40,684	$40,684
Consultant Fees	1,000	1,000	1,000	1,000	1,000
Equipment					
Books & Periodicals	300	100	100	100	100
Tape Recorder	150	-	-	-	-
Cassette Recorders	350	350	100	100	100
Sub-Total Equipment	$ 800	$ 450	$ 200	$ 200	$ 200
Supplies					
Office Supplies, Stationery, Postage	450	450	450	450	450
Telephone (@ $15 per mo.)	180	180	180	180	180
Printing of forms	250	250	250	250	250
Instructional (tapes, films)	1,000	1,000	500	500	500
	$ 1,880	$ 1,880	$ 1,380	$ 1,380	$ 1,380
Travel (staff, domestic)					
To Field Agencies	480	720	720	720	720
To observe similar programs	800	-	-	-	-
Professional meetings	400	600	600	600	600
Sub-Total Travel	$ 1,680	$ 1,320	$ 1,320	$ 1,320	$ 1,320
Other Expenses					
Program Brochure	300	100	100	100	100
Toll Calls @ $15 per mo.	180	180	180	180	180
Evaluation	1,500	1,500	1,500	1,500	1,500
Sub-Total Other Expenses	$ 1,980	$ 1,780	$ 1,780	$ 1,780	$ 1,780
Trainee Travel	900	2,400	2,400	2,400	2,400
GRAND TOTAL	$41,115	$47,293	$47,543	$48,764	$48,764
Amount of Federal Grant	$32,400	$32,000	$32,000	$32,000	0

FIVE-YEAR BUDGET EXPLANATION

FIVE-YEAR BUDGET, EXPLANATION

Salaries:

Program Director (full-time): Associate Professor of Mental Health on Step 8 of the faculty scale issued by the Massachusetts Board of Regional Community Colleges. Goes to Step 9 in second year and Step 10 in fourth year.

Faculty Member (full-time): Assistant Professor of Mental Health. Step 2. Goes to Step 3 in second year and Step 4 in fourth year.

Summer Supervisor (full-time) for 2 months): Original salary at $1000 per month with nominal increase in third year.

Secretary (part-time): Based on current scale with step increase in third year.

Faculty Member (part-time): Added in the second year when there will be both a first and second year class. The program director and other full-time faculty members will be able to devote more time to classroom and practicum supervision as the administration of the program will be under control and arrangements with field agencies established. This instructor starts as an Instructor on Step 2, moves to Step 3 in his second year (program's third year) and to Step 4 in his third year (program's fourth year).

Consultants: There is a wide choice of experts locally. We plan to have consultants to lecture and hold seminars on community public health as related to mental health, mental health of children, and to conduct sensitivity groups.

Equipment: Books and Periodicals: After initial purchase of books in the first year, there will be minor additions and renewal of periodical subscriptions.
Cassette Recorders: First year, 10 cassettes; second year, 10 more cassettes as there will be two classes using them. Third and fourth years, replacement and repair.

Supplies: Instructional (tapes, video tapes, films): After the first two years, we expect the purchase of instructional supplies to decrease by at least 50%.

Travel (domestic, staff): To Field Agencies: first year - 50 miles per week for 48 weeks at 10¢ per mile for two instructors.
After the first year - 50 miles per week for 48 weeks at 10¢ per mile for three instructors.
To Observe Similar Programs: First year only. Four trips at $200 per trip.
To Professional Meetings: first year - 2 meetings at $200 per trip (i.e. one per faculty member). After the first year - 3 meetings at $200 per trip (i.e. one per faculty member).

Other Expenses: Evaluation: The College plans to have continuous evaluation beginning in the late planning stage and continuing through the entire five years at least.

Trainee Travel: First Year: To practicum locations. One class only: 10 miles per week for 30 weeks at 10¢ per mile x 30 students.
After the First Year: Freshman - as in first year. Sophomores: first semester, 10 miles for 2 days in each week for 15 weeks at 10¢ per mile for 25 students. Sophomores: second semester, 10 miles for 5 days in each week for 6 weeks at 10¢ per mile for 25 students.

X. COVER LETTER AND ATTACHMENTS

A. Presidential Letter is attached to front of this Program Proposal.

B. An official Advisory Committee has not been formed. The following persons have been consulted and many of them will be on the final Advisory Committee.

The attached letter was sent to the following:

Dr. William McLaughlin, Superintendent
Metropolitan State Hospital
475 Trapelo Road
Waltham, Mass. 02154

Dr. Gertrude Rogers, Director of Psychiatry
Gaebler Children's Unit
Metropolitan State Hospital
475 Trapelo Road
Waltham, Mass. 02154

Dr. Douglas Decker, Assistant Area Director
Metropolitan Beaverbrook Community Mental Health Center
475 Trapelo Road
Waltham, Mass. 02154

Dr. John C. Nemiah, Psychiatrist-in-Chief
Beth Israel Hospital
330 Brookline Avenue
Boston, Mass. 02215

Dr. Jerry Klein, Program Administrator
Dr. Courtney Clower, Training and Education Director
Mr. Seth Marshall, Director of Community Services
Harry C. Solomon Mental Health Center
391 Varnum Avenue
Lowell, Mass. 01854

Dr. Carlos L. Hudson, Director
Beaverbrook Guidance Center
115 Mill Street
Belmont, Mass. 02178

Ms. Millicent Makin, Director of Nursing
Ms. Wilma Burkey, Director Nursing Training
Mr. David Bohy, Director of Personnel
McLean Hospital
115 Mill Street
Belmont, Mass. 02178

Mr. Gil Aliber, Administrative Director
Concord Comprehensive Mental Health Center
101 Old Road to Nine Acre Corner
Concord, Mass. 01742

Ms. Phyllis Hurteau, Director of Nursing Training
Mr. John Whalen, Director
Dr. Charles Colburn, Chief of Staff
Veterans Administration Hospital
Springs Road
Bedford, Mass. 01730

Mr. Peter Gesell, Assistant Superintendent
Walter E. Fernald State School
200 Trapelo Road
Waltham, Mass. 02154

Dr. Morton Newman, Director
Mystic Valley Mental Health Center
186 Bedford Street
Lexington, Mass. 02173

Ms. Patricia Colenback, Director, Paraprofessional Training
Erich Lindemann Mental Health Center
Government Center
Boston, Mass. 02114

Dr. John E. True, Director
Center for Human Service Research
The Johns Hopkins University
Oakland Manor, Old North Road
Columbia, Maryland

Dr. Ralph Simon, Chief
Experimental and Special Training Branch
National Institute of Mental Health
Rockville, Maryland

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